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MENTORING PRACTICES AND YEARS OF WORK EXPERIENCE AS PREDICTORS OF JOB PERFORMANCE OF CATALOGUERS IN A WORKPLACE: A CASE STUDY OF NIGERIAN LIBRARIES

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ABSTRACT

The paper examined the effect of mentoring practices and years of work experience on job performance of cataloguers in Nigerian libraries. Copies of a self-developed, pre-tested and validated questionnaire were served, using total enumeration method, on the delegates at the 36th Annual Conference/Workshop of the Cataloguing, Classification and Indexing Section of the Nigerian Library Association.

The study established that even though mentoring practices existing in Nigerian Libraries but the practice was relatively low. However, there was significant relationship between mentoring practices and job performance of cataloguers in Nigerian Libraries but there was no significant relationship between job performance and years of work experience.

Having discovered that mentoring influence performances of cataloguers in Nigerian libraries, the paper recommended that mentoring practices should be further reinforced in Nigerian libraries and make it formal with a view to guarantee continued career and professional development of the employees in Nigerian libraries. To this extent, it is desirable that knowledge management practices be embraced to support mentoring practices because there is a great nexus between the two constructs.

Keywords: Mentoring, years of experience, job performance, knowledge sharing, Socialization, Nigerian libraries

INTRODUCTION

Variables such as mentoring, job performance, motivation, job satisfaction, are important constructs in organizational study that can be perceived as critical predictors of improving organizational performance. It is therefore imperative that the labour force be well equipped with the rightful organizational structures to support organizational knowledge that will impact on relevant skills such as technical, communication and administrative needed to perform up to the required expectation with a view to ensuring continuous organizational effectiveness. It can be assumed that remarkably performing individuals will be able to upkeep organization to accomplish its premeditated aims thus nourishing the organization economical advantage. Mentoring is one of the relevant tools for this purpose. Thus, this study is a desirable one.

REVIEW OF LITERATURE

Acquisition of required knowledge and skills necessary for performance in the workplace can be derived basically through learning, while learning itself is achievable through so many channels such mentoring, on-the-job training, reading books, attending conferences and workshops, sharing knowledge and information. In their opinion Lankau and Scadura (2008) opined that learning from training programme and books will not be sufficient to keep pace with today's fast-paced work environment. Individuals must therefore look to others to learn new skills. Looking up others to acquire new skills is a concerted efforts and willingness to learn and benefit from the knowledge of others, and this is called mentoring. To this end, Lankau and Scadura (2008) affirmed that mentoring relationship can serve as a forum for such learning in organisations. Thus, among all the channels of learning, mentoring is very critical because mentoring is the sharing of valuable knowledge that the mentor has acquired over a long period of cognate experience and since mentoring has been defined as a

relationship between two or more people, it can therefore be concluded that there is close relationship between knowledge sharing and socialization. Knowledge sharing and socializations are the bedrock upon which mentoring flourishes.

Kram (1985) and Levinson (1978) cited by Godshalk and Sosi (2008) defined a mentor as an individual with advanced knowledge, usually more senior in some regard and is committed to providing upward career mobility and assistance for the protégé. Kram and Hall (1996) cited by Allen (2008) stressed that from the practice perspective, mentors play a key role in organizations as they ensure the transfer and continuation of knowledge and help prepare junior colleagues for further organizational responsibilities.

Sodipe and Madukoma (2013) studied mentoring and career success of academic librarians in selected universities in Ogun State, Nigeria and reported that academic librarians in Ogun State have had mentoring experiences. They engaged in informal mentoring and majority were found to practice the one-to-one mentoring type. The study reported further that the respondents had good mentoring relationship. They found out that Eyitayo and Akihigbe (2000) studied prevalence of mentoring relationship among library and information professional in Nigeria and reported that most library and information professionals are familiar to mentoring relationship. The study suggested further that most of the mentors were immediate supervisor, professor/teacher, head of organization, relatives, friends and spouses. However, few had conflicting incidences with their mentors. Bello and Mansor (2013) opined that all professions engage in continuous training in order to sharpen and sustain professional practice, standards as well as keep abreast with challenges and developments. Mentoring as a career development model provides professional development, career growth, confidence, satisfaction as well as develops varied degrees of personal support. They reported that Nigerian University Libraries practise different types of mentoring programmes with

supervisory model being most popular. They therefore suggested that library management needs to actively promote the programme and give it deserves consideration.

Stating the benefits of mentoring to protégé and the mentor, Wright and Wright (1987) declared that mentoring do not only enhances career advancement of the protégé but also have long term effects on professional development as well. To the mentor, Proteges can be instrumental in advancing or rejuvenating their mentors' careers (Kram, 1983; Levinson et al., 1978, cited by Wright and Wright (1987). By providing technical support or new ideas, enthusiasm, and new knowledge to the working relationship, a protege can heighten a mentor's productivity. Many mentors derive a sense of professional identity and personal satisfaction from aiding the career development of a young professional (Blackburn, Chapman, & Cameron, 1981 cited by Wright and Wright (1987).

Zhang, Deyoe and Matveyeva (ND) opined that mentoring is an effective method of retention. It helps the development of trusting professional relationships among librarians; helps new librarians to adapt to the new environment; helps improve intergenerational cooperation; and helps in teambuilding. A productive mentoring relationship increases job satisfaction by new librarians, cultivates healthy work environments, and sustains the organizational culture of the libraries. The trio stated further that mentoring is a historically established method of one-on-one learning. In ancient Chinese society, a skilled worker was often trained through apprenticeship. An individual who was new to his or her trade or occupation was assigned to a master or an experienced worker with seniority for a certain period of time, normally one to three years, in order to learn the new trade. The people with seniority took responsibility to train the younger ones until they acquired the needed skills in their occupations.

Literature reveals that informal mentoring has been in existence for a long time. However, the concept of organizational mentoring, according to Zachary (2005) first became popular in the

mid-1970s. Since then, "many more organizations began to focus on mentoring as a vehicle for transferring or handing down organizational knowledge from one generation to another". As a recruitment and retention tool, mentoring has been used by other industries and institutes of higher education as well. At university campuses, mentoring of junior faculty members by senior ones helps the former to successfully achieve tenure and promotion at their institutions.

Henshilwood et al (2015) opined that mentoring is to librarianship what chocolate syrup is to ice cream sundaes: a delicious and defining feature. Studies had confirmed that mentorship benefits both the mentor and the mentee. Henshilwood et al (2015) stated further that mentorship is an integral part of academia. Kirchmeyer (2005) interviewed 145 American academics in the field of accounting and found that mentoring directly correlated with achieving higher rank and salary even when a high number of publications were accounted for. Also in their survey of members of one chapter of the Medical Library Association, Kwasik et al (2006) reported that majority (71%) of the respondents survey about mentoring affirmed that having a mentor or mentors is a critical part of their professional experience. Also, in a survey of former practicum students, Ferrer-Vincent and Sobel (2011) recounted that several former students found strong formal or informal mentorship through the Auraria Library Practicum program advantageous to building up their experience.

Adewuyi, Nduka and Ojo (2010) carried out a study on academic mentorship in Nigerian libraries and discovered that academic mentoring was not yet institutionalized in Nigerian libraries as at the time of their study but however reported that male Academic Librarians offered themselves for mentoring assistance more than the female counterparts. The trio therefore recommended that mentoring should be incorporated as part of the institutional programme by which new entrants would be attached to a more experience senior colleague.

To establish effective mentoring programs, Megginson and Clutterbuck (2005) cited by Zhang, Deyoe and Matveyeva (ND) offered some techniques and they are: establishing and managing the coaching or mentoring relationship, setting goals, clarifying and understanding situations, building self-knowledge, understanding other people's behaviour, dealing with roadblocks, stimulating creative thinking, building wider networks of support, influence and learning

Job performance is another construct in organizational study literatures which every organization must pay attention to. A positive job performance inevitably justifies the existence of any organization while it is the opposite of an organization with poor job performance. Therefore the whole concern of organization should be performance of their employees having put in place relevant factors and conditions that will enable them to perform. Thus, Armstrong & Baron (1998) cited by Ratnawat and Jha (2014) had been prompted to conclude that good performance of employees leads to good organizational performance which is an indicator of their success

Dar et al (2011) viewed job performance as an activity in which an individual is able to accomplish the task assigned to him/her effectively, subject to the normal constraints. Therefore, job performance can be seen as actions that are executed in the direction of achieving the organization's intentions. Salleh et al (2011) postulated that there is likelihood that highly motivated staff will succeed i.e. a person with high motivation level in job (intrinsic and extrinsic motivation) will flourish in his duty/job. Job performance therefore becomes the most central focus of administrators and academicians because the performance level will depreciate if the level of motivation of employee drops. Jayaweera (2015) studied the impact of work environmental factors on job performance, mediating role of work motivation among hotel workers in England and reported that there is a significant relationship between work environmental factors and job performance and that work

motivation mediates the relationship between working conditions and job performance. The results further reported that there was a significant relationship between work motivation and job performance of the hotel workers. Similarly, Saka, Akor and Opaleke (2016) carried out a study on the influence of motivation and job satisfaction on the job performance of staff in University Libraries in North Central Geo-political zone of Nigeria and discovered that there was no significant relationship between motivation and job performance among professional and paraprofessional staff in university libraries in the North Central of Nigeria. This was against the study conducted by Jayaweera (2015) in which it was revealed that there was a significant relationship between work motivation and job performance of the hotel workers in England

Usop (2013) studied work performance and job satisfaction among teachers of division of Cotabato City and reported that the teachers of Division of Cotabato City displays a high level of performance because they were contented with their job satisfaction facets such as school policies, supervision, pay, interpersonal relations, opportunities for promotion and growth, working conditions, work itself, achievement, recognition, and responsibility. This implies that a teacher that is satisfied with his or her job is also a productive one. In contrary, Dar et al (2011) in an earlier study on the impact of stress on employees' job performance in business sector of Pakistan reported a negative relationship between job stress and employees job performance.

Scullen (2000) cited by Ratnawat and Jha (2014) described job performance as encompassing of four aspects; general performance, human performance, technical performance and administrative performance. Similarly in another study, Rubina et al (2008) viewed job performance as the result of three factors working together: skill, effort and the nature of work conditions. Skills being the knowledge, abilities and competencies of the employees and they described effort as the degree of motivation the employee puts forth towards

completing the job while they described nature of work conditions as the degree of accommodation of these conditions in facilitating the employee's performance.

Conceptual Model

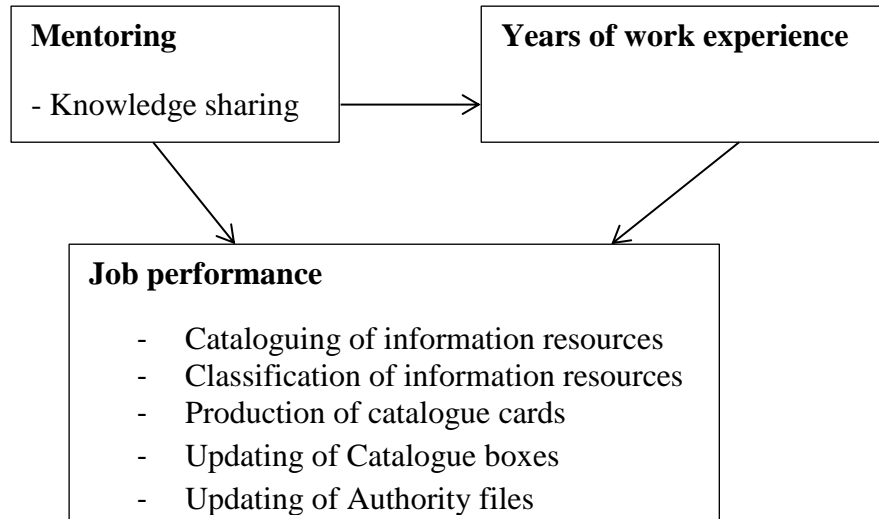


Figure 1: Conceptual Model of mentoring, years of work experience and job performance in Nigerian Libraries by Adewuyi, O.W. and Makinde, B.O. (2018)

The model explains the relationship between mentoring practices and years of work experience in Nigerian Libraries. It is believed that employee that has been mentored and over time acquired reasonable years of work experience may perform very well in a workplace.

OBJECTIVES

1. To find out mentoring practices among cataloguers in Nigerian libraries.
2. To find out the relationship between mentoring practices and job performance of cataloguers in Nigerian Libraries.
3. To determine the relationship between years of work experience and job performance of cataloguers in Nigerian libraries.

HYPOTHESES

1. There is no significant relationship between mentoring practices and job performance of cataloguers in Nigerian libraries.
2. There is no significant relationship between years of work experience and Job Performance of cataloguers in Nigerian libraries.
3. A combination of mentoring practices and years of work experience do not significantly predict the job performance of librarians in Nigerian Libraries.

RESEARCH METHODOLOGY

Research design

The correlational survey research design was adopted for the study. This methodology was used because the study is based on the description of the relationship between the independent variables (mentoring practices and years of work experience) and the dependent variable (job performance).

Population of study

Respondents of the study were delegates present at the 36th Annual Cataloguing, Classification and Indexing Conference/Workshop Section of the Nigerian Library Association at the University of Calabar, Calabar, Cross River State, Nigeria between 24th and 28th October, 2016. Quantitative research method was adopted for the study by using copies of a questionnaire as the research instrument. The researcher considered the use of quantitative research method on the strength that it will be easier to elicit response from the large number of delegates constituting the respondents for the study. One hundred copies of the questionnaire designed for the study were administered, using total enumeration sample method. Eighty (80) copies were returned out of which sixty-five (65) copies were found useful for the analysis.

Information obtained from the respondents through the administration of copies of a questionnaire was collated, coded and screened with a view to eliminating those that were not valid for analysis, and these comprised those that were not properly filled and not completely filled. Therefore, the results presented were based on the usable sixty-five copies of the questionnaire that were considered valid for analysis. Descriptive statistics of frequency count, percentages, mean score and standard deviation were used to analyze the research questions. Computer software known as Statistical Package for Social Science (SPSS) version 20 was used.

Research Instrument

The study made use of a self-developed, pre-tested and validated questionnaire to obtain data from the respondents. The questionnaire consists of three parts. The first part is on the demographic information of the respondents. The second part is on mentoring practice in Nigerian libraries while the third part focuses on job performance of the respondents present at the workshop.

Data Collection Procedure

Copies of the questionnaire were personally administered to the respondents and collected by the researchers while the workshop lasts.

Statistical Treatment of Data

The researchers used descriptive statistics such as frequency distribution, percentage, mean and standard deviation to analyse the data. The researchers also used Pearson Product Moment Correlation Coefficient to determine the correlation between the variables (mentoring, years of work experience and job performance) in workplace.

DATA ANALYSIS AND INTERPRETATION

Demographic information of the respondents

Demographic information of the respondents revealed that out of the 65 respondents survey, 48 (73.8%) of them were males while 17 (26.2%) were female. By this report, it means more males attended the workshop than the females. The study also revealed that 17 (26.2%) have had a working experience between five and ten years, 13 (20.0%) have had a working experience less than five years. 10 (15.4%) of them have had a working experience between 21 and above 25years. However, only a fraction number 6 (9.2%) and 9 (13.8%) of the respondents have had working experience between 16 to 10 years and 11 to 15 years, respectively.

An inference that can be made from this finding is that most of the respondents have had reasonable years of working experience suggest that the respondents would have proper understand of the importance of mentoring practices to career development and professional growth. The length years of work experience of the respondents is considered very useful to the study.

Table 1: Assessment of mentoring practice in Nigerian Libraries

S/N	Statement	Indifferent	No	Yes	Mean	S.D
1	I have senior colleague that mentors me	5 7.7%	14 21.5%	46 70.8%	2.63	.63
2	We have documented cataloguing manual that guides our operations	4 6.2%	18 27.7%	43 66.2%	2.60	.61
3	We have competent staff in our section to mentor newly employees/newly transferred staff	5 7.7%	17 26.2%	43 66.2%	2.58	.63
4	My Sectional Head provides leadership opportunities	7 10.8%	13 20.0%	45 69.2%	2.58	.68
5	My mentor is committed to the profession	8 12.3%	11 16.9%	46 70.8%	2.58	.70
6	We have well documented activities in our library	6 9.2%	16 24.6%	43 66.2%	2.57	.66
7	We share knowledge regularly among ourselves	9 13.8%	11 16.9%	45 69.2%	2.55	.73
8	My mentor is willing to help for no reward	9 13.8%	11 16.9%	45 69.2%	2.55	.73
9	I have a peer group that we both mentor one another	8 12.3%	19 29.2%	38 58.5%	2.46	.71
10	Most often I trust professional judgment of my supervisor	12 18.5%	14 21.5%	39 60.0%	2.42	.9
11	I received adequate training on catalogue and classification when I was newly employed and posted to the cataloguing section	7 10.8%	28 43.1%	30 46.2%	2.35	.67
12	I received adequate training on catalogue and classification when I was newly transferred to the cataloguing section	10 15.4%	25 38.5%	30 46.2%	2.31	.73
13	There is a formal mentoring programme in our section	8 12.3%	31 47.7%	26 40.0%	2.28	.67
14	We hold regular seminar/training to update our knowledge on cataloguing and classification matters	10 15.4%	29 44.6%	26 40.0%	2.25	.71
15	My mentor lacks interpersonal expertise	18 27.7%	41 63.1%	6 9.2%	1.82	.58
Grand Mean=2.44						

Table 1 above revealed the opinions of respondents on the mentoring practices in Nigerian Libraries. I have senior colleague that mentors me (mean=2.63) was ranked highest by the mean score rating and was followed by “We have documented cataloguing manual that guides our operations” (mean=2.60), “We have competent staff in our section to mentor newly employees/newly transferred staff” (mean=2.58), My Sectional Head provides leadership opportunities (mean=2.58), “My mentor is committed to the profession” (mean=2.58), “We have well documented activities in our library” (mean=2.57), “We share knowledge regularly among ourselves” (mean=2.55), “My mentor is willing to help for no

reward” (mean=2.55), “I have a peer group that we both mentor another” (mean=2.46), “Most often I trust professional judgment of my supervisor” (mean=2.42), “I received adequate training on catalogue and classification when newly employed and posted to the cataloguing section” (mean=2.35), “I received adequate training on catalogue and classification when newly transferred to the cataloguing section” (mean=2.31), “There is a formal mentoring programme in our section” (mean=2.28), “We hold regular seminar/training to update our knowledge on cataloguing and classification matters” (mean=2.25) and lastly “My mentor lacks interpersonal expertise” (mean=1.82) respectively.

In sum total, it can be concluded that even though mentoring practices is being practiced in Nigerian Libraries but it can be said to have been relatively low since the Grand Mean=2.44.

Table 2: Assessment of effects of mentoring on delegates’ overall job performance in Nigerian Libraries

S/N	Statement	I	D	A	Mean	S.D
1	Mentoring has enhanced my commitment to the profession	7 10.8%	7 10.8%	51 78.5%	2.68	.66
2	Mentoring has enhanced my classification skills	7 10.8%	8 12.3%	50 76.9%	2.66	.67
3	Mentoring has enhanced me to work more harder	7 10.8%	8 12.3%	50 76.9%	2.66	.67
4	Mentoring has enhanced my cataloguing skills	8 12.3%	7 10.8%	50 76.9%	2.65	.69
5	Mentoring has enhanced my decision making skills	8 12.3%	8 12.3%	49 75.4%	2.63	.70
6	Mentoring has enhanced my confident to teach others	9 13.8%	9 13.8%	47 72.3%	2.58	.73
7	Mentoring has enhanced my skills in the filling of 3X5 catalogue cards	11 16.9%	8 12.3%	46 70.8%	2.54	.77
8	Mentoring has enhanced my skill in the use of electronic resources	7 10.8%	16 24.6%	42 64.6%	2.54	.69
9	Mentoring has enhanced my editing/vetting skills	11 16.9%	11 16.9%	43 66.2%	2.49	.77
10	Mentoring has enhanced my usage of online classification schemes	7 10.8%	17 26.2%	41 63.1%	.252	.69
Grand Mean=2.37						

Table 2 above revealed the opinions of the respondents on the effects of mentoring on the overall job performance of staff in the cataloguing and classification section in Nigerian Libraries. “Mentoring has enhanced my commitment to the profession” (mean=2.68) was ranked highest by the mean score rating and was followed by “Mentoring has enhanced my

classification skills” (mean=2.66), “Mentoring has enhanced my to work more harder” (mean=2.66), “Mentoring has enhanced my cataloguing skills” (mean=2.65), “Mentoring has enhanced my decision making skills” (mean=2.63), “Mentoring has enhanced my confident to teach others” (mean=2.58), Mentoring has enhanced my skills in the filling of 3x5 catalog cards (mean=2.54), Mentoring has enhanced my skill in the use of electronic resources (mean=2.54), Mentoring has enhanced my editing/vetting skills (mean=2.49) and lastly Mentoring has enhanced my usage of online classification schemes (mean=.252) respectively.

TEST OF HYPOTHESES

Ho1: There is no significant relationship between mentoring practices and job performance of Cataloguers in Nigerian Libraries

Table 3: Correlation analysis between mentoring practices and overall job performance of Cataloguers in Nigerian Libraries

Variable	Mean	Std. Dev.	N	R	P	Remark
Mentoring Practices	32.0769	6.0034	65	.607**	.000	Sig.
Overall Job Performance	9.9077	6.0643				

**Sig. at .001level

Table 3 above showed that there was a positive significant relationship between mentoring practices and job performance ($r = .607^*$, $N = 65$, $p < .01$). Therefore the hypothesis is rejected and alternative hypothesis, ‘there is significant relationship between mentoring practice and job performance in Nigerian Libraries’ is accepted.

Ho2: There is no significant relationship between years of work experience and job performance of Cataloguers in Nigerian Libraries.

Table 4: Correlation analysis between years of work experience and overall job performance of Cataloguers in Nigerian Libraries

Variable	Mean	Std. Dev.	N	R	P	Remark
Overall Job Performance	26.0469	6.0643	65	-.035	.783	n.s
Years of Work Experience	13.8077	7.8001				

Table 4 above showed that there was no significant relationship between job performance and years of work experience ($r = -.035$, $N = 65$, $p > .05$). The hypothesis is accepted. By this, it

means years of working experience have not really influenced overall job performance of the workforce in Nigerian Libraries.

Ho3: There will be no significant effect of mentoring practices and years of work experience on Job Performance

Table 5: ANOVA showing the joint effect of mentoring practices and years of work experience on Job Performance

R	R Square		Adjusted R Square	Std. Error of the Estimate		
.591	.349		.328	4.9486		
A N O V A						
Model	Sum of Squares	DF	Mean Square	F	Sig.	Remark
Regression	813.934	2	406.967	16.618	.000	Sig.
Residual	1518.313	62	24.489			
Total	2332.246	64				

Table 5 above showed that the joint effect of the independent variables (mentoring practices and years of work experience) to the prediction of the dependent variable. i.e. (Job Performance) was significant. The table also showed a coefficient of multiple correlation ($R = .591$ and a multiple R^2 of $.349$). This means that 34.9% of the variance was accounted for by the predictor variable. The significance of the contribution was tested at $p < .05$. The table also showed that the analysis of variance (ANOVA) for the regression yielded an F-ratio of 16.618 (significant at 0.05 level). This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance.

Ho4: There will be no significant relative contribution of mentoring practices and years of work experience on job performance

Table 6: Showing the relative contribution of mentoring practices and years of work experience on Job Performance

Model	Unstandardized Coefficient		Stand. Coefficient	T	Sig.
	B	Std. Error	Beta Contribution		
(Constant)	7.383	3.523		2.095	.040
Years of work experience	-2.299E-02	.079	-.030	-.290	.773
Mentoring Practices	.594	.103	.590	5.761	.000

Table 6 above reveals the relative contribution of the independent variables to the dependent variable expressed in Beta weights: Years of work experience ($\beta = -.030, p > .05$) had no significant relative contribution, mentoring practices ($\beta = .590, p < .05$) had significant relative contribution to Job performance in the study

FINDINGS

The paper had attempted to study the relationship between mentoring practice and job performance in the workplace using Nigerian libraries as a case study. At the end of the study, it was discovered that even though mentoring practices is being practiced in Nigerian Libraries but the practice was relatively low and hence mentoring practices had not really improved the overall job performance of Cataloguers in Nigerian Libraries. However, the study revealed that there was a positive significant relationship between mentoring practices and job performance. This finding was in agreement with the findings of and Nyamori (2015); Ofobruku and Nwakoby (2015). However, there was no significant relationship between years of work experience and job performance. This was in sharp contrast to the earlier finding of Sneed, Vivian and D'Costa (1987) in their study of work experience as a predictor of performance of dietary managers. However, the present finding is in agreement with that of Chung et al (2014) in their study of "relationships between age, work experience, cognition, and work ability in older employees working in heavy industry" and found out that work ability in older employees increases not with number of years worked but with the enhancement of cognitive ability.

CONCLUSION AND RECOMMENDATIONS

Mentoring is a required antidote for succession planning and imbuing leadership roles in every profession. Mentoring practice covertly and overtly enriches best practices and thereby enriches organizational effectiveness. Mentoring is a mechanism that be employed to preserve organizational knowledge.

The results of this study can be generalized to reflect the situation in Nigerian libraries since the workshop is a national one and delegates cover all libraries in Nigeria. Based on the findings, the paper recommends that a formal mentoring programme in the workplace and continuous training and retraining of members of staff to conferences and workshops should be aggressively embarked upon in the workplace. This, if employed will strengthen career development and professional growth among the workforce. To this extent, it is desirable that knowledge management practices be embraced with a view to support mentoring practices because there is a great nexus between the two constructs. Therefore, relevant organizational culture such as knowledge sharing culture, team spirit and participative administration and less free conflict environment is put in place to facilitate effective mentoring practice and transferring of knowledge to each successive generation in the workplace.

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